

**Table One: Summary Data for 2007 Education Graduates**

	Praxis II Average Scores (and Average # of Points Above Required)		Student Teaching Evaluation Totals (30 possible)		4901 Professional Development course: Capstone	
	Principles of Learning and Teaching	Content	Cooperating Teacher	University Supervisor	Final Portfolio Score (Scores range from 1 unsatisfactory to 3 exemplary)	Senior Presentation (100 possible)
Elementary Education Students N=29	184.28 (25.55)	172.90 (27.90)	26.04	26.5	2.48	96.14
Secondary Education Students N=25	176.69 (19.69)	167.80 (18.52)	22.65	24.29	2.38	93.68

**Table Two: Pass Rates for Praxis II 2002 to 2007**

Test/Licensure Area	State Pass Rates	UMM Pass Rates	Total number taking test	Number pass	Number fail
Visual Arts	94%	100%	5	5	0
Communication Arts and Literature	97%	100%	20	20	0
Elementary Education Content	97%	98%	158	155	3
Mathematics	95%	91%	21	19	2
Music	98%	97%	38	37	1
Productive Language: French	96%	100%	3	3	0
Productive Language: Spanish	61%	64%	11	7	4
Social Studies	95%	97%	38	37	1
Middle Level Communication Arts and Literature	79%	100%	4	4	0
Middle Level Mathematics	91%	100%	17	17	0
Middle Level Science	83%	100%	9	9	0
Middle Level Social Studies	69%	92%	12	11	1
Science: Biology	89%	100%	6	6	0
Science: Chemistry	85%	100%	2	2	0
Science: Earth	94%	50%	2	1	1
Science: Physics	85%	100%	1	1	0
PLT: Elementary	98%	100%	156	156	0
PLT: Secondary	98%	100%	135	135	0

## Appendix 1: EEd 3101 Teaching and Learning Strategies Mini-Unit Assignment, Process, and Assessment

**Part A: Assignment** Plan and teach a three-lesson mini unit based on a literature selection or other topic chosen in consultation with your cooperating teacher. Due dates are: 9/22 (topic) 9/25 (front matter) 9/27 (block plan) 10/6 (completed plan) 10/27 (amended, taught, analyzed, & resubmitted)

1. *Unit Title*
2. *Intended Grade Level*
3. *Unit Goals and Rationale*

Choose 3 to 6 goals for the unit. Have at least one goal in each of the following categories: content, process, and attitude. List and label the goals. For goals, you may use words like “learn” or “appreciate.” The more specific words are required for objectives. Here is an example:

*The students will work toward the following goals in the mini-unit:*

*Content*

- *Learn about the Underground Railroad and its importance in the history of our country.*
- *Understand the concepts of slavery, freedom, and migration.*

*Process*

- *Improve the communication skills of listening, reading, writing, and speaking.*
- *Engage in higher level thinking skills.*

*Attitude*

- *Show understanding and respect for people of different races.*

For the *rationale*, describe the importance of the unit to the education of your students. In a few sentences, explain what the students will learn and why they should learn it. Don't just say, “it's important”—tell WHY it's important. Be sure to link your unit to Minnesota academic standards.

4. *Background* Research your topic. In an essay (approximately 500 words), describe important and relevant concepts and skills. Background knowledge should be at a *higher* level than what the students will learn.
5. *Preassessment*  
Describe how you assessed background knowledge and skills prior to planning the unit. Explain what you did a) to learn what students already know, b) to organize and keep records for all students, and c) to use preassessment information to make sure that all students will succeed.
6. *Block Plan*  
Complete the block plan template to provide an overview of the unit. In the methods section, list the key steps of the selected strategy and describe what you will do. The description should be brief, but specific to the lesson.
7. *Detailed Lesson Plans*  
Develop three detailed lesson plans to meet the goals of the unit. Write at least one lesson plan using each of the following strategies: a. Learning Cycle, b. UMM Direct Instruction Lesson, and c. Concept Formation OR Concept Attainment. At least one of the lessons must be adapted for cooperative learning.

Carefully follow the formats provided for each type of lesson. Organize the lessons in a logical sequence. The direct instruction lesson must *not* be the first lesson in the unit. Create lesson plans with clear link between objectives, instruction, and assessment. Remember that assessment methods must allow you to observe and measure learning for each individual student.

8. *Analysis of Student Learning*
  - a. Summarize student learning (and your own) on the lesson plan form after you teach each lesson.
  - b. Include *individual* pre- and post-assessment data for *each* lesson. Display the data using Excel. Be sure to use pseudonyms or numbers in place of student names.
  - c. Analyze the aggregated data. How well did the class do as a whole? How did you change your instruction based on the needs of the group? What would you do if you were to continue to teach the class?
  - d. Analyze the individual data. What did you do for the individual students based on their performance on your assessments? What would you do if you were to continue to teach each of the students?
9. *Final Analysis*  
After teaching the unit, analyze it as a whole. What went well? What would you do differently? How would you characterize student learning and engagement in the unit? What did you learn? How did the unit help your progress toward licensure standards?

**Appendix 1, cont.**  
**Part B Evaluation EIED 3101**

	No	Somewhat	Mostly	Fully
<p><b>Unit Goals</b>            Are correctly identified as content, process, and attitude,            Are appropriate for the topic, and            Are appropriate for the students.</p> <p><b>Rationale</b>            Describes importance of unit to the education of the students. Links the unit goals to state standards.</p> <p><b>Background</b>            Describes important and relevant concepts and skills.            Knowledge represents <i>higher</i> level concepts.</p>			1	2
<p><b>Preassessment</b>            Describes how background knowledge was assessed,            Explains how you will use the data to provide better instruction so that all students learn,            Explains how you will adapt lessons for individual differences in</p> <ul style="list-style-type: none"> <li>• Ability</li> <li>• Knowledge</li> <li>• Learning style</li> </ul> <p>Explains how you will record and track assessment data.</p>		1	2	3
<p><b>Block Plan</b>            Includes accurate and sufficient information</p>		2	4	6
<p><b>Lesson Sequence</b> includes:            At least 3 lessons            Clear, logical sequence (DI can not come first)            Superior understanding of concepts and processes            Appropriate choice of instructional strategy            Appropriate objectives            Complete list of materials            Lesson source            Instructional technology</p>		2	4	6
<p><b>Detailed Lesson Plans</b>            Are appropriately written and            Include careful attention to learning objectives and effective assessment            Include: a. Learning cycle, b. Direct instruction, and c. Concept attainment or concept formation.            Include one lesson adapted for cooperative lesson.</p>		9	12	15
<p><b>Unit</b> is free of typographical errors or errors in spelling, mechanics, and usage</p>		2	3	4
<p><b>Analysis of Student Learning (Completed after teaching unit)</b>            Analyzes and records student and self assessment results for each lesson (as part of plans),            Displays individual pre- and post- assessment data for all objectives using Excel spreadsheet.            Analyzes individual data and includes answers to all assignment questions.            Describes aggregated data and answers all assignment questions.            Is free of typographical errors or errors in spelling, mechanics, and usage</p>		6	7	8
<p><b>Final Analysis (Completed after teaching unit)</b>            Thoughtfully analyzes unit as a whole,            Answers all questions for assignment (Strengths, weaknesses, learning),            Summarizes how students learned because of your unit, and            Explains how the unit helped progress toward licensure standards.            Is free of typographical errors or errors in spelling, mechanics, and usage</p>		6	7	8
<p><b>Improvement</b> on previously graded work is present and complete.</p>		2	3	4

Comments:

Unit Grade: \_\_\_\_

## Appendix 1, cont.

### Part C: Instruction and Assessment Process for Mini-Unit

Step One: Instruction, practice, and feedback for elements of an instructional unit including objectives, academic standards, four instructional strategies, and assessment

Step Two: Students complete sections of assignments and submit according to timeline. Sections are assessed and feedback is provided to students.

Step Three: Students individually with instructor to discuss problems, questions, and ideas for the assignment.

Step Four: Students submit the completed instructional unit.

Step Five: Instructor evaluates and grades final unit. Additional written feedback is included.

Step Six: If the instructional unit meets standards, students receive approval to teach the unit to elementary students in the practicum classroom. Minor problems may have been noted in feedback and student is expected to correct them before instruction. Students are encouraged to contact instructor with questions and frequently do so.

If the instructional unit does not meet standards, students meet with instructor for further discussion, explanation, and instruction. Students must submit a revised unit. Once the unit meets standards, students receive approval to teach the unit to elementary students in the practicum classroom.

Step Seven: Students teach the three lessons in their instructional unit. After teaching each lesson, students assess the performance of their own students according to their objectives. They also assess their own performance.

Step Eight: After completing the implementation of the full mini-unit, students complete the analysis of student learning and final analysis sections of the unit. The entire unit including original, revised, and new sections is submitted for evaluation.

### Part D 2006 Gradebook Entries Related to Mini-Unit Assignment

Student	Unit Topic/Draft of FM	Block Plan/Assessment	Unit Plan	Final Unit
1	✓-	✓-	C-	B-
2	✓	✓	A	A-
3	✓	✓+	A	A
4	✓	✓	A	A
5	✓	✓+	B/A	A
6	✓	0	R	0
7	✓	✓+	A	A
8	-	-	B	A
9	✓	✓+	A	A
10	✓-	0	A	A
11	✓	✓	A	A
12	✓	✓	A	A
13	✓	✓	A-	A
14	✓	✓	C-	A
15	✓	✓+	A	A
16	✓	✓	A	A
17	✓	✓	C-	A
18	✓	✓+	A	A
19	✓	0	A	A
20	✓	✓	A	A

